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ABSTRACT

At a New York State Vocational Youth Clubs Leadership Camp activities on the topic of eliminating sex bias were conducted by Project MOVE (Maximizing Options in Vocational Education) staff to make club leaders more knowledgeable of the changing labor force and family roles, sex stereotyping and bias, and related legislation. A secondary objective was the assessment of materials and activities for a proposed program activity kit. One advisor and five student sessions were held during the five-day camp. In addition to sixteen activities conducted during these sessions, the project topic was extended through speaking and poster and knowledge quiz contents; a Dear Abby response board; and a suggestion box. The final session of the program involved student identification and the planning of activities to be implemented in home clubs for promoting sex fairness in education. Activities were evaluated by students immediately afterward and in a final evaluation at the end of the camp by advisors and project staff. A majority of male and female students evaluated the program positively. (Appendixes include a schedule of sessions, examples of activities, and evaluation results.) (YLB)

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NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
Cornell University, Ithaca, New York
DEPARTMENT OF COMMUNITY SERVICE EDUCATION

Eliminating Sex Bias in Vocational Youth Organizations

Summary of Project MOVE's

Camp Oswegatchie Program

July 8-14, 1978

Project Number: VEA # 78 - 3F - 929 GPS

Funded by:

Division of Occupational and Adult Education
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July, 1978

Introduction

The six New York State vocational education student organizations have a great potential for eliminating the effects of sex-bias and stereotyping on youth. Curriculum choices and expectations for adult work and family roles are typically limited by traditional ideas and beliefs based upon sex-bias and stereotyping. In that youth themselves are greatly influenced by peers, vocational organizations can be a major force in helping youth make choices which are not limited by outdated sex role stereotypes.

This project for eliminating sex-bias in vocational education youth organizations has three major components. One has been to conduct a random survey of vocational youth club members to determine their knowledge about the changing labor force and family roles, and their attitudes about sex stereotyping. The second component was conducting a series of programs and activities at the New York State Vocational Youth Clubs Leadership Camp. The third component, based upon the first two, is the development, distribution and evaluation of a program activity kit on changing roles and stereotyping for use in vocational clubs.

There were two major purposes of the camp program. One was having New York State vocational club leaders become more knowledgeable of the changing labor force and family roles, sex stereotyping and bias, and related legislation. A second purpose was to assess a variety of materials and activities and obtain ideas for possible use in a program activity kit.

The camp program was planned and conducted by the director and staff members of Project MOVE (Maximizing Options in Vocational Education). Staff included Diane Brannon, a Ph.D. student who is assistant director for the youth group project, Natalie Lachut, who recently completed an M.A.T. in agriculture education, Susan Mulligan, an undergraduate student in agriculture education and Ken McEwan, a member of the Project MOVE Staff.

Specific Objectives

The camp program and activities were planned on the basis of the following objectives. The vocational youth leaders will have:

1. Increased knowledge of changing occupational and family roles and responsibilities;

2. Increased knowledge of relevant sex-equality legislation, including the rights and responsibilities of people affected by legislation;

3. Increased ability to identify the costs and benefits of sex stereotyping for males and females;

4. Increased ability to identify sex discrimination, sex stereotyping, and sex-biased attitudes of self and others;

5. Increased ability to recognize sex-stereotyped and biased behavior of self and others;

6. Increased commitment to help others be more aware and understanding of the legislation, of sex discrimination, stereotyping and bias.

In addition to these six objectives, program activities were planned to have the youth leaders:

a. Assume leadership responsibilities in small group activities,
b. Practice parliamentary procedure,
c. Contribute to group discussions,
d. Explore and examine expanding career opportunities and family roles,
e. Practice responsible leadership.

A final objective was to have participants involved in assessing the utility of activities and in developing additional activities.

Camp Schedule and Activities

Five separate sessions were held for the students plus one for the advisors. A schedule of the sessions and activities is provided in Appendix A. In addition to the five sessions, a speaking contest, a poster contest and a contest for the club that demonstrated the highest gain score on the knowledge quiz at the end of camp were held. The project topic was also extended by means of a Dear Abby response board, a bulletin board and a suggestion box. A resource center providing poster materials and various books and pamphlets on the topics was made available for youth and their advisors.

Explanations of the contests and other activities, along with the objectives and various fact sheets were provided in a note book to the students at the beginning of the camp. As the various activities were conducted during the week, a written explanation of each was provided to the students for them to include in their note book.

Evaluation

Four means of evaluation were used. Students were requested to fill out a short evaluation form after most of the sessions. At the end of the week, they were asked to respond to a final evaluation form that listed all of the activities of the week. Advisors were requested to complete observation/evaluation forms for most of the sessions. Copies of these forms are provided in Appendix D. In addition, project staff met after each session to discuss the activities, participation, if objectives had been reached, and ways the sessions and activities could have been improved.

Evaluation Results

Because of the numerous activities and the various forms of evaluation used, evaluation results are discussed by session and activity. The following table gives a numerical summary of the positive, neutral and negative responses for each activity listed on the final evaluation. The general comments given in response to an open ended item are listed on the page following the table.

SUMMARY OF
FINAL EVALUATION OF CAMP ACTIVITIES

	MALE				FEMALE				TOTAL			
	+	√	-	n/c	+	√	-	n/c	+	√	-	n/c
1. Saturday:												
Slide/Tape Presentation*	9	4	0	1	17	16	2	3	26	20	2	4
Storming Limitations*	7	4	2	4	20	11	3	4	27	15	5	8
Knowledge Quiz*	4	7	3	2	12	15	8	3	16	22	11	5
"Let's Get Acquainted"*	13	0	0	0	26	7	4	1	39	7	4	1
2. Sunday:												
"Galloping Gourmet"	4	4	0	0	11	4	2	0	15	8	2	0
or												
"Nursery Nonsense"	1	1	2	0	13	8	2	0	14	9	4	0
3. Monday:												
"It's All In A Word"	1	0	0	0	7	3	2	0	8	3	2	0
"Who's Who"	2	2	0	0	6	3	0	0	8	5	0	0
"Man and Woman"	4	2	0	0	9	3	0	0	13	5	0	0
"It's Your Choice"	0	1	0	0	2	3	0	0	2	4	0	0
"Pat's Plans"	2	1	0	0	5	2	3	0	7	3	3	0
"Admiration"	1	0	2	0	1	2	0	0	2	2	2	0
"Reality in Advertisement"	1	4	0	0	6	1	1	0	7	5	1	0
"Spaceship Voyage"	2	0	0	0	4	3	3	0	6	3	3	0
4. Tuesday:												
"Equality in Sports": Debate	7	1	2	0	11	3	2	0	18	4	4	0
or												
"Equality at Home": Debate	4	3	1	0	11	1	5	0	15	4	6	0
5. Wednesday:												
Activity Planning Session*	8	3	2	4	10	9	10	9	18	12	12	13
6. Other Activities:												
Public Speaking Contest	8	2	0	0	14	7	0	0	22	9	0	0
Poster Contest	6	5	1	0	12	6	0	0	18	11	1	0
Bulletin Board	5	3	2	0	12	5	2	0	17	8	4	0

* all participated

KEY: + represents positive; √ represents neutral; - represents negative; n/c represents no comment

CODE:	POSITIVE COMMENTS	NEUTRAL COMMENTS	NEGATIVE COMMENTS
	Very interesting	Interesting-44	Outrageous
	Fun	Fair	Rough
	Good	O.K.	Boring
		All Right	
		Informative-4	
		Fine	
		So-So	
		Educational-2	

FINAL EVALUATION OF CAMP ACTIVITIES

General Comments:

I really liked the ones that I was at and I really learned alot.
On the whole, well, actually it's hard to explain, I used to be a lot more content with the way things are. I guess they say ignorance is Bliss. However, I'm not sure of my "new" feelings.
I thought most of the sessions were interesting!
I really enjoyed the group. Some of the things could have been better.
To pushy. (Don't feel you were sincere about own opinions but just all followed in unison.
The debates should have been back and forth without having to raise hands. Some sessions here over pushed. It became repetitious and boring. Most of us don't need it. We basically understand Sex Bias & Project MOVE.
I felt during the debate more people should of got more involved.
It wasn't worth the time to come. You are a very hard running camp.
It wasn't worth attending.
This was good for the ones who never had given this subject a thought before. This is going to happen some day and some of us will be ready, some will not.
This was good but it should have been a rap session.
It helped my fellow officers and me to understand how each other feel.
All sessions very good.
My general comments are that it was interesting in a way but could have been more exciting.
I think that the slide was very good,educational and the best.
The program helped me alot. It made me change my way of thinking about the different sexes.
It was good but the sessions were kind of long thus taking away from individual session.
I learn more of equal rights, but I feel the same. Girls and guys should do what they feel.
They were very good. I liked them.
Your organization came across very well. To me you knew what you were doing. Good Job.
To me, Sex Bias was good except for wer had too many meetings. They were very interesting and I did enjoy them. Thank you.
I thought it was put together very well.
I think this program was really fantastic and I wish we could have a very compact program for an assembly in school.
I thought the whole thing was really great.
Most of the sessions were good but some of them were too long.
I think that all of the sessions I've been to were all very good.
This Project was really good. I'm glad that we had the privilege of seeing it. It helped me to understand alot of things better about Sex Bias and stereotyping.
Make the Activity Planning Session more interesting.
The sessions should have been longer, due to that when you got started you had to quit. The sessions were real great!!
I really enjoyed this week and would like to come next year.
More activities that require everyone instead of splitting up in groups.
Even though I don not agree with much of this, I'm glad you let us put your views across.
The public speaking winner had a good speech. I don't feel there is a problem both men and women should work together.
You already know how I feel, but I do give you credit for presenting your views in a fashionable manner.
I sure can't see the need for dwelling on something like this, I feel it was kinda a waste of time and that time should have been spent in our Leadership Training sessions.
I do not feel this program should be pushed on to a group that does not believe in it!!!
The course was well worth the time. I've become aware of many problems that I didn't know existed.
I think this course over all was very interesting.
I feel the project as a whole is good. However, I do feel that it can be pushed to far.
I think that the objective of your project is honorable, but I think it is not applicable to some rural communities.
The course was O.K.
The debate session was very boring in our group.

Saturday's Introductory Session. Participants' comments about this session were not elicited until the end of the week when the final evlauation form was distributed. The slide-tape presentation, "Expanding Roles for a Changing World" and the "Storming Limitations" activity received positive comments by one-half or more of the students. Comments about the Knowledge quiz activity were more neutral than positive. Clearer directions and more time for completing this activity could have improved its effectiveness.

Almost all responses for the "Lets Get Acquainted" activity used at the beginning of a social hour were positive.

Sunday. Two similar simulation activities, "Galloping Gourmet" and "Nursery Nonsense," which dealt with sex equality and which incorporated parliamentary procedure, were conducted with sub-groups of students. A summary of the students' responses to the short informal evaluation form and of the advisors' comments on the observation/evaluation record are provided in Appendix D. Generally, evaluative comments were positive. The "Nursery Nonsense" activity was somewhat more effective than the "Galloping Gourmet." The directions and description of roles for each need to be more detailed. Addition of more roles would increase student participation. A problem different from the one presented in the "Galloping Gourmet" activity might be more effective and realistic.

Monday. Eight different activities were used, two each with four sub-groups. Student leaders who conducted the activities generally did very well and there was a great deal of participation and interaction. Though comments on the short evaluation forms and the final evaluation were generally very positive, students found some of the activities more interesting than others. More time could have been used for many of the activities. Directions for some of the activities need to be more precise. Most, but not all activity objectives were reached.

Tuesday. Five student debate teams, two dealing with the topic of equality in family roles and three with the topic of equality in sports, were formed for this session. The other students attended the debates and participated by

questioning debaters and in follow-up discussion. Immediate evaluations completed by students and observation/evaluation forms completed by advisors indicate the activity was interesting and the objectives were met. (See summary of evaluations in Appendix F.) Comments on the final evaluation form indicate students were generally very positive about this activity.

Wednesday. The purpose of this session was to have students identify and plan activities they could implement in their home clubs for promoting sex-fairness in education. Each club met as a group, brainstormed ideas, and formed smaller groups to develop plans for implementing the ideas. Though their comments for this activity in the final evaluation form are not overwhelmingly positive, the ideas they developed are generally very good. Following are the results of this session.

Results of Wednesday's Activity

"On Your Mark, Get Set, Go"

By Organization:

D.E.C.A. Activities	Purpose:
1. Career Newsletter	To inform students of careers in traditional and non-traditional areas.
2. School Fair	Fair Booth depicting males and females in traditional and non-traditional roles.
H.O.S.A.	
1. Student-Teacher Questionnaire	Determine student and teacher attitude by completion of a questionnaire on sex-stereotyping and bias. Follow up with presentation on the availability of expanded family and career options.
F.B.L.A.	
1. Skit	Skit depicting males and females in traditional roles. Use as illustration to show how sterotyping limits males and females.
2. Dress Code	Revamp dress code. Give all officers the right to official dress that suits the situation.
3. Elimination of "Mr. and Miss FBLA"	Create an "Outstanding FBLA Member Award", not judged on the basis of sex.
4. FBLA Handbook	Review Handbook to eliminate sexist words and pictures.
V.I.C.A.	
1. Exploring new occupations	Give males and females the opportunity to explore different areas of study by visiting other departments for a school day.
2. Student Presentation	Give presentation to younger students that demonstrates the ability of

	males and females to work in expanded career areas.
3. Non-Traditional Courses	Club members recruit new members and encourage them to consider non-tradition al areas of study.

F.H.A.

1. Debating	Debate the subjects of the affects of sex stereotyping and bias at a school assembly.
2. Club Meetings	Involve males and females in all aspects of planning and conducting a meeting and recreation.

F.F.A.

1. Food For America Program	Make presentation sex-fair by showing both men and women as agriculturalists.
2. Occupational Experience Program	Involve all students in occupational training, in all agricultural areas of interest.
3. Career Exploration	In the classroom-jobs should be described as being open to any person and males and female should be encouraged to seek out ag careers.
4. State Fair Contests, Leadership Contests	Encourage all students to represent their chapter. Do not limit teams to a single sex.

Other Activities. Comments about the public speaking contest were overwhelmingly positive. Each club was represented by a contestant and quite a few students and advisors attended the contest even though it was held during Thursday's recreation period. The winner was announced and gave her speech at the session held as part of Thursday's banquet.

The poster contest was also evaluated very positively by the students. Each club was represented and the winner announced Thursday evening. More exact criteria for judging the posters should have been provided to the students for this contest.

The bulletin board drew quite a bit of attention, more so than the Dear Abby response board. The suggestion box was not used very much. The resource center was used extensively by many of the students and their advisors.

Summary

General comments about the program, written on the final evaluation form, indicate the majority of students were very positive. Some who initially had negative feelings about the topic being presented at the camp remained negative. Some of these comments had interesting qualifications. For the majority of the clubs, the topic became integrated into their leadership training session. For some, it was not perceived as related to leadership.

One important factor, evident on the final evaluation completed by students, is that males were as or more positive than females. This is encouraging due to the initial analysis of the survey data plus other research consistently finding males to be less positive than females about these topics. Numerous projects dealing with sex stereotyping have reported little success in having male adolescents react in a positive manner. A recent summary of research stated "Attempts to promote change in children's attitudes toward sex roles have had some success with girls, but virtually none with boys." (ERIC Newsletter, Vol. II, No. 3, 1978).

The positive reactions of the male adolescents gives an indication that the wholistic and balanced approach used by Project MOVE, which focuses on changing roles of both males and females in work and family, is effective.

The camp staff and advisors were very helpful and supportive in making the program a success. Though there might have been higher attendance of advisors at some of the sessions, ones who did attend were very helpful. The observation/evaluation forms they completed provide an excellent basis for revising activities.

A major factor affecting the success of the program was the time that some of the sessions were scheduled. Sessions scheduled just prior to recreation found students restless and tired from attending a full day of sessions. Despite this, they generally became quite involved in the activities.

Two additional positive results of the program should be noted. On purpose, students were randomly assigned to various activities and groups for most of the sessions. This resulted in increased interaction, cooperation and sharing between members of the various clubs. Also, the project provided an overall theme or topic for the entire group for the week.

Results of the week are providing an excellent basis for development of the program activity kit. Activities are being revised using the results of student, advisor and Project MOVE Staff evaluations. The audio taped speeches will provide the basis of an audio tape to be included in the kit. The various ideas for club activities will be incorporated into the kit. An advisory committee of club advisors and student members was formed during the camp. This group will be meeting in August to critique the draft of the program activity kit. Numerous students and advisors at camp indicated they would like the kit to use in implementing sex fair programs and activities within their own club.

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Appendix A

Schedule of Sessions/Activities on Expanding Roles

Saturday 8:30-9:30 P.M.

- Introduction to staff
- Slide-Tape Presentation
- Brainstorming-Awareness Activity
- Student Response to Knowledge Quiz
- Buzz About Fact Sheet
- Give answers
- Hand out notebooks
- Introduce new game for next day
- Ask for volunteers (student co-leaders - 5)
- Get Acquainted Activity

9:30 P.M. Camp Staff Meeting

- Informing advisors of their observer and recorder role
- Sheet listing schedule of sessions and advisor role in each session

Sunday 11:00-12:00 A.M.

- Announce Poster Contest
- Announce Speaking Contest
- Simulation Games on Legislation
- Two different issues - 5 groups of students
- Process in Groups - for clarification of major points
- We do the processing with student co-leaders
- Request volunteer student co-leaders - 8

Monday 2:30-3:30 PM.M

- Groups of 10-12
- Two activities done by each small group in the session
- 4 Project MOVE staff - each taking two groups (those 2 groups doing same 2 activities)
- 8 different activities
- Project MOVE staff processes activities with small groups
- Request 5 student co-leaders for Tuesday

* [illegible]. Farris will meet separately with advisors to provide appropriate information and resources

Tuesday 8:00-9:00 PM.M

- Debating Activity
- 5 groups - each with a different topic
- Each group has 2 pro, 2 con, 1 mediator; others are listeners and ask questions
- List of points for processing provided
- Request 6 co-leaders for Wednesday

Wednesday 2:30-3:30

- By club with advisors
- Initial Brainstorming in whole-club groups
- Break into groups of 2-5, take one idea from group
- List and develop a plan for implementing it report back to their club using planning sheet provided

Evaluation and Feedback — Give out a sheet listing every activity, have them react to each activity with one adjective and leave place for further comments.

Speaking Contest: Winner will speak at Banquet

Bulletin Board: Dear Abby, Suggestion Box

Poster Contest

Possibly Rap Sessions

*Observation & Recording Forms will be provided to advisors in every group at each session.

Appendix B

Objectives for Camp

Participants will have:

1 - Increased knowledge of changing occupational and family roles and responsibilities;

2 - Increased knowledge of relevant sex-equality legislation, including the rights and responsibilities of people effected by legislation;

3 - Increased ability to identify the costs and benefits of sex stereotyping for males and females;

4 - Increased ability to identify sex discrimination, sex stereotyping, and sex biased attitudes of self and others;

5 - Increased ability to recognize sex sterotyped and biased behavior of self and others;

6 - Increased committment to help others be more aware and understanding of the legislation, of sex discrimination, stereotyping and bias;

7 - Program Activity Kit will be planned to have participants:

a. Assume leadership responsibilities in small group activities,
b. Practice parlimentary procedure,
c. Contribute to group discussions,
d. Explore and examine expanding career opportunities and family roles,
e. Practice responsible leadership;
f. Practice debating techniques

8 - Participants will also be involved in assessing the utility of activities and in developing other activities.

Appendix C

Examples of Activities

1. LET'S GET ACQUAINTED

OBJECTIVES: 1. To identify individuals who participate in expanded role activities.

2. To get acquainted with the participants in the group.

MATERIALS: An activity sheet and a pencil for each participant

TIME: A minimum of 15 minutes and a maximum of 25 minutes should be allowed for this activity.

NUMBER OF PARTICIPANTS: Any number of people can be involved in this game; a minimum of 20 people is desirable.

PROCEDURE: Give each participant a copy of the activity sheet with the different activities listed down the middle of the sheet.

Instruct the participants to mingle with the group and, talking to as many different people as possible, find individuals who like to do each of the activities. Male names should be listed under the male column, females under the female column.

The first person who completes the "scavenger hunt for expanded roles" will win a prize.

Working Materials

LET'S GET ACQUAINTED

MALE	LIKES TO:	FEMALE
	Sew	
	Play football	
	Fix meals	
	Cry at sad movies	
	Mow lawn	
	Do gymnastics	
	Go skinny dipping	
	Grocery shop	
	Pick flowers	
	Cut classes	
	Cheerlead	
	Drive motorcycle	

2. STORMING LIMITATIONS

OBJECTIVES:
1. To increase ability to identify costs and benefits of sex stereotyping for males and females.
2. To discover and discuss possible ways one could help change attitudes of others.
3. To increase ability to participate in and contribute to a group discussion.

MATERIALS: Blackboard and chalk for listing

TIME: 15 minutes

NUMBER OF PARTICIPANTS: Any number

PROCEDURE:
1. Instruct student leader to make two columns on the blackboard. Title them "Male" and "Female".
2. Under the "Male" column, have the group brainstorm to think of things males can't do because of their sex.
3. Under the "Female" column, have the group brainstorm to think of things females can't do because of their sex.
4. After this is completed, hold group discussion.

QUESTIONS:
1. Were either of the lists easier to come up with? Why?
2. Which list is longer?
3. Are there differences between the two lists?
4. Why do the differences exist?
5. Society has determined "traditional" activities for men and women. How does this limit both men and women in their development as humans?

Working Materials

3. NURSERY NONSENSE

OBJECTIVES:

1. To inform students of legislation making sex-stereotyping illegal in vocational education and employment.
2. To help students express their own views, and realize their own feelings towards sex-stereotyping.
3. To practice parliamentary procedure correctly while discussing a controversial issue.

MATERIALS:

1. Copies of summarized legislation that pertains to sex-stereotyping in vocational education and employment.
2. Copies of activity and character descriptions.

TIME: This activity will take a minimum of 30 minutes and a maximum of 45.

NUMBER OF PARTICIPANTS: This activity should include at least 10 people and no more than 20.

PROCEDURE: Distribute one copy of the summarized legislation to each student and one copy of the activity and character descriptions to each person playing a role.

Have group organize themselves as a meeting assembly, with a chairperson presideing. The group is expected to use proper parliamentary procedure throughout this activity.

Advisors are to perform as resource people on parliamentary procedure, as observers and recorders. They are not to participate in discussion.

When you sense that the group is through with the activity, lead them into the discussion questions.

QUESTIONS:

1. What was your reaction when you heard that Paul had applied for a job traditionally held by a female?
2. What are some of the problems Paul might face working in a non-traditional role?
3. What laws protect Paul from being prohibited from nursery care preparation in his education?
4. How can each of you help promote the idea of selecting employees on the basis of qualifications and not sex?

Working materials

ACTIVITY DESCRIPTION

The Wilmington School District, as part of its career preparation program, has arranged the placement of five high school seniors in the Wilmington Nursery Service, as work-study students.

In the past, girls have worked at the Nursery in food services and nursery care. This semester, Betti Smith, Sandra Michaels and Suzy Reynolds are assigned to food services. Arlene Woods and Paul Martin both applied for nursery care, but only Arlene was assigned to that position. Paul was assigned to be the groundskeeper's assistant.

Paul is upset with his assignment, since he wants the experience with young children to prepare for a career as an elementary school teacher. Paul goes to his guidance counselor, Mr. Wells, and asks why he was denied the position he requested.

Mr. Wells calls the director of the Nursery Service, Mrs. Carson, and asks her to justify her assignment of Paul to the groundskeeper. Mrs. Carson states that Paul was not assigned to the position because males do not have the ability to relate to and care for young children. She feels that Paul can best serve the Nursery Service as a groundskeeper. She further comments that Paul has no business trying to do a task meant for a woman.

Paul is not pleased with Mrs. Carson's comments, and it is obvious that Mr. Wells agrees with her. Paul turns to Mrs. Bell, the FHA advisor for support. Mrs. Bell suggests that Paul bring up his problem at the next FHA meeting.

CHARACTER DESCRIPTIONS

Paul Martin: A senior at Wilmington High. Paul is planning a career in elementary education. Paul was the first male to take Family Studies at Wilmington. He is active in the FHA and is an honors student, Class Treasurer and a member of the football team.

Mrs. Carson: 58 years old, director of the Nursery for the past 21 years. Mrs. Carson is the mother of 3 and was a homemaker until the death of her husband when she was 35.

Mrs. Bell: Home Economics teacher for the past 6 years. Married to an English teacher in the Wilmington School District. A strong supporter of Paul Martin's educational program and career choice. Mrs. Bell is the school district's Title IX Officer.

Mr. Wells: Guidance Counselor at Wilmington for 28 years. Mr. Wells has openly opposed allowing females in vocational studies and allowing males in the Home Ec Department. Mr. Wells is well aware of laws prohibiting sex discrimination in education, but he chooses to ignore them.

PROJECT MOVE→

4. VOTING

OBJECTIVES: 1. To become more aware of personal attitudes and to compare those attitudes with the attitudes of others in the group

MATERIALS: None

TIME: 10-15 minutes

NUMBER OF PARTICIPANTS: 10-20 participants

PROCEDURE: Students should be seated in a circle where they can observe each other. The group leader will read a group of sentences and the participants will indicate whether they agree or disagree with the statement in the following way:

Agree: Thumbs up
Disagree: Thumbs down
Strongly Agree: Thumbs up and waving of arms
Strongly Disagree: Thumbs down and booing

STATEMENTS

School should be held 8 hours a day, 6 days a week, 12 months a year.

We should be able to sleep until 8:00 a.m. instead of 7:00 a.m. while at camp.

The Canteen should be open all hours during the day.

If a male got lost in the woods of Oswegatchie, he would be more likely to find his way back than a female would.

If the lost male could not find his way back and he was afraid, it would be all right for him to cry.

Girls should be chosen to be in the presentations at camp, since girls are better talkers than guys.

If I had to select someone to drive the camp truck for a garbage run, I would chose a male, because males are better drivers than females.

Only males should compete in the rodeo events at camp since they are tougher and more aggressive than females.

Females should plan the presentations at camp since they are more practical.

I am ambitious and will try to get involved in all the activities I can.

5. PAT'S PLANS

Objectives:

1. Increased knowledge of changing occupational and family roles and responsibilities.
2. Increased ability to identify sex discrimination, sex stereotyping and sex biased attitudes of self and others
3. Increased ability to recognize sex stereotyped and biased behavior of self and others.
4. Participants will explore and examine expanding career opportunities and family roles.

Number of Participants: 12 to 18 teenagers

Materials:

1. Copies of Pat story for each group participant (half will receive male version, half will receive female version).
2. Copy of questions for leading discussion for leader.

Time: 20 to 25 minutes

Directions:

1. Hand out story to participants, half receive male version and half receive female version.
2. Have them read the stories individually and silently, ask them to refrain from discussing the story among themselves.
3. Using discussion questions lead group discussion.
4. At the end of the discussion make sure all realize the stories contain different Pats.

Questions:

1. Would you encourage Pat to go to college?
2. What are some occupations you would suggest Pat investigate?
3. What are your feelings concerning Pat's marriage plans?
4. Do you realize half of you are talking about a female Pat and half are discussing a male Pat?
5. How and why does the sex of the individual change your attitudes in this situation?

Adapted from:
Vocational Advising Activity-Farris/78, Cornell University, Dept. of Community Service Education

PAT'S PLANS

A

A student who is now starting her junior year in high school, Patricia has asked you to give her a list of some occupational areas she might consider after high school. Pat has been raised on a farm and enjoys working outside. Her father has a large dairy and grain farm. Her mother is a registered nurse and works in the local hospital.

Pat enjoys working with people, has done a variety of volunteer work, and is well-liked by her classmates. She has been active in FFA and has won quite a few prizes with livestock. She is a good student but not outstanding. She works hard to maintain a B+ average.

She plans to marry a year (or two) after graduating from high school but they do not intend to have children right away. The person she's planning to marry is going on to college to become a physician. He is encouraging her to go on to college also. She thinks she would like to but is not sure of her ability. The financial cost of college would not be a serious problem for her family.

PAT'S PLANS

B

A student who is now starting his junior year in high school, Patrick has asked you to give him a list of some occupational areas he might consider after high school. Pat has been raised on a farm and enjoys working outside. His father has a large dairy and grain farm. His mother is a registered nurse and works in the local hospital.

Pat enjoys working with people, has done a variety of volunteer work, and is well-liked by his classmates. He has been active in FFA and has won quite a few prizes with livestock. He is a good student but not outstanding. He works hard to maintain a B+ average.

He plans to marry a year (or two) after graduating from high school but they do not intend to have children right away. The person he's planning to marry is going on to college to become a physician. She is encouraging him to go on to college also. He thinks he would like to but is not sure of his ability. The financial cost of college would not be a serious problem for his family.

6. On Your Mark, Get Set...Let's Go!

OBJECTIVE: 1. To involve students in developing activities they can use in their organizations to promote sex-fairness in education.

MATERIALS: Activity Planning Worksheet
Newsprint
Markers

TIME: 45 minutes

NUMBER OF PARTICIPANTS: Minimum of 5-Maximum of 60

PROCEDURE: Group Leader should introduce activity by explaining its purpose: To involve students in developing activities their organization can use to promote sex-fairness in education.

The Group Leader should also inform students that selected activities will be used in the program activity kit which will be compiled after camp sessions are completed.

The Group Leader should divide participants into smaller groups by organization, i.e. all FFA members make up one group, all FHA members make up another group, etc.

The Group Leader should instruct each group to BRAINSTORM for 5 minutes and list all the possible activities that their club could perform to promote sex-fairness in education. Point out that any idea is acceptable and that no participant should judge or criticize another's idea.

After ideas are all listed, the group should be divided into sub-groups of 2-5 people. Each of the sub-groups should circle one idea on the list. The sub-group should then develop a plan to implement this activity in their organization-using the planning sheet and example provided. Club advisors and Group Leaders should circulate in the sub groups to guide the students.

Each sub-group needs a recorder to fill out one copy of the activity sheet to be handed in to the project staff.

After all activities are planned, sub-groups should report back to club groups, time permitting.

On Your Mark, Get Set....Let's Go

ACTIVITY PLANNING WORKSHEET

Organization _____ Who developed Plan _____

I. Description of Activity _____

II. Objectives _____

III. Steps in Accomplishing the Activity _____

IV. Materials Needed _____

V. Time Required _____

VI. Number of Participants _____

Appendix D

Summary of Sunday's Evaluation Results

D-1 Student Responses to Open-Ended Statements

As a result of this presentation, I feel:

That bias and/or discrimination exist/should be stopped	17
That reasons for bias are ridiculous	5
That everyone should be free to do what he/she wants	8
This was a good activity	4
That each district has a Title IX officer	1
Nothing on the topic is irrelevant	5
Better about discussing the topic	3
Attitudes are changing	6

The most interesting thing I learned from this session was:

People should claim their rights	8
Bias and discrimination exist	6
Bias and discrimination are stupid	6
People want non-traditional roles	1
Feelings people have about topic	14
My own stereotyped attitudes	2
That Rosie Greer does needlepoint	1
Voc. Ed. is changing	1
That laws exist	6

I wish we had:

More specific directions	1
Another topic, in addition	4
More time	10
Everyone discussing/more points	11
A woman's role	1
More guys in FHA	1
A larger program like this	1
More leadership	1
Quieter room	1
Been better prepared	1
The girl role who got the job	6

I wish we hadn't:

Put one person on the spot	2
Put everyone on the spot	1
Mixed up one role	1
Ever started stereotypes	2
Had these sessions	2
Been so businesslike	1

D-2 Observer/Recorder Evaluations For Sunday

			Galloping Gourmet	Nursery Nonsense
I.	Participation			
	1. Did most of the group participate equally?	Most	1	4
		Half or Fewer	8	8
	2. Did males and females participate equally?	Yes	4	4
		No	4	7
	3. Was participation positive?		4	10
	negative?			
	mixed?		4	
II.	Time Required			
	1. How long did it take the group to get involved?	0-5 min.	4	4
		6-10 min.	2	1
		longer	1	2
	2. How long did it take to complete the activity?	10-15 min.		2
		16-20 min.		
		21-30 min.	2	3
		longer	4	2
	3. Was adequate time allocated?	Yes	5	10
		Not enough	11	
		Too long		
III.	Usability of Activity			
	1. Were directions adequate?	Yes	3	6
		No	5	1
	2. Would you use this activity with a group of adolescents?	Yes	6	9
		No	2	1
	3. Do you think student club leaders could implement it with their clubs?	Yes	7	8
		Not sure	2	2
		No		
IV.	Validity of the Activity			
	1. Did the activity meet (or fail to meet) its stated objective?	Yes	5	6
		No	1	1
			limited amount of parlimentary procedure used	

Appendix E
Summary of Tuesday's Evaluation Results

E-1. Student Responses to Open-Ended Statements

As a result of this presentation, I feel:

I have now considered points I hadn't considered before	2
Disgusted	1
Men and women should have equal responsibility at home	3
Confused	3
More aware of the problem	2
I know how to run a proper debate	4
Limitations on women in sports should be removed	6
Men and women are different and do not have the same abilities	3
No individual should be restricted because of his/her sex	7
The sports issue is undebatable	1
There is a need for men and women in all areas and roles in society	6
The Same	5
Any person can perform on a sports team with training	3

The most interesting thing:

My peers are the worst stereotypes	4
People aren't interested in this topic	1
Guys enjoy the macho role	2
Sharing and understanding is important	5
People see women as inferior if they are homemakers	7
To keep my mouth shut if I don't know what I'm saying	1
Men and women are equal in the eyes of my peers	4
Men are lazy and unconcerned with family life	3
Nothing	1

I wish we had:

More time to ask questions	23
More group involvement	4

I wish we hadn't:

Given just personal opinions in place of facts	3

E-2. Observer/Recorder Evaluations for Tuesday

I. Participation

1. Did most of the group participate equally?
   Yes - 20 A few - 4
2. Did males and females participate equally?
   Yes - 13 No - 7
3. Was participation positive, negative or mixed?
   Positive - 5 Negative - 0 Mixed - 20

II. Time Required

1. How long did it take the group to get involved?
   0-5 min. - 16 6-10 min. - 1 Longer - 3 No response - 2
2. How long did it take to complete the activity?
   10-15 min. - 2 16 - 20 min. - 6 21 - 30 min. 9 Longer - 3
3. Was time adequately allocated?
   Yes - 13 Not Enough - 5 Too Long - 4

III. Usability of Activity

1. Were directions adequate?
   Yes - 20 No - 2
2. Would you use this activity with a group of adolescents?
   Yes - 20 No - 2
3. Do you think student club leaders could implement it with their clubs?
   Yes - 17 No - 1

IV. Validity of Activity

1. Did activity meet its objectives?
   Yes - 19 No - 1, topic not discussed adequately